Teach First Business (PGDE)

Polly Glegg,
CPA

1.

Durden, Guy: Demonstrating progress in Economics and Business Studies: Making the starter the plenary. Teaching Business & Economics. 18, 20–21.

2.

Knapton, Helena: Preparing for teaching new subjects. Teaching Business & Economics. 17, 10–12.

3.

Selient, Hala: Sir - do you speak a different language? Teaching Business & Economics. 4, 22–27.

4.

Davies, P.: Business, economics and enterprise: teaching school subjects 11-19. Routledge, London (2006). https://doi.org/10.4324/9780203488362.

5.

Jephcote, M., Abbott, I., Economics and Business Education Association: Teaching business education 14-19. David Fulton, London (2005). https://doi.org/10.4324/9780203769171.

6.

Lines, D.: Business and economics: The challenge of curriculum recognition. In: School

subject teaching: the history and future of the curriculum. pp. 238–266. Kogan Paul, London (2000). https://doi.org/10.4324/9781315827797.

7.

Muijs, D.: Effective teaching: evidence and practice. SAGE, Los Angeles (2011).

8.

Abbott, I., Huddleston, P.: The Development of Business Education: Change or Decay? In: Secondary economics and business education. pp. 17–22. Produced by Jenny Wales on behalf of the Economics and Business Education Association (1996).

9.

Capel, S.A., Leask, M., Younie, S. eds: Learning to teach in the secondary school: a companion to school experience. Routledge, Abingdon, Oxon (2016).

10.

Davies, P.: The changing definition of business studies in the school curriculum. Curriculum Journal. 10, 11–28 (1999). https://doi.org/10.1080/0958517990100103.

11.

Coe, R., Aloisi, C., Higgins, S., Major, L.E.: What makes great teaching? Review of the underpinning research, http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf.

12.

Creemers, B.P.M., Kyriakides, L.: Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model. School Effectiveness and School Improvement. 17, 347–366 (2006). https://doi.org/10.1080/09243450600697242.

13.

Ko, J., Sammons, P., Bakkum, L.: Effective teaching: a review of research and evidence. CfBT Education Trust report, https://www.educationdevelopmenttrust.com/our-research-and-insights/research/effective-teaching, (2013).

14.

Muijs, D.: Effective teaching: evidence and practice. SAGE, Los Angeles (2011).

15.

Petty, G.: Teaching today: a practical guide. Oxford University Press, Oxford (2014).

16.

Ashwin, Andrew Kenneth: Exploring the problematic nature of gcse examining in economics and business: assessing troublesome knowledge, threshold concepts and learning, http://search.proquest.com/docview/1827517402/, (2015).

17.

Flórez, M.T., Sammons, P.: Assessment for learning: effects and impact, https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a6d62 03-ec49-4d33-9c5d-42c188184807.pdf, (2013).

18.

Hattie, J., Timperley, H.: The Power of Feedback. Review of Educational Research. 77, 81–112 (2007). https://doi.org/10.3102/003465430298487.

19.

Wiliam, D.: What is assessment for learning? Studies in Educational Evaluation. 37, 3–14 (2011). https://doi.org/10.1016/j.stueduc.2011.03.001.

20.

Great Britain. Department for Education and Skills: Pedagogy and practice : teaching and

learning in secondary schools: Unit 12: Assessment for learning. DfES Publications, [S.l.] (2004).

21.

Deans for Impact: The Science of Learning, http://www.deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf, (2016).

22.

Bjork, E.L., Bjork, R.: Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning, https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/11/Making-Things-Hard-on-Yourself-but-in-a-Good-Way-20111.pdf, (2011).

23.

Ericsson, K.A., Krampe, R.T., Tesch-R?mer, C.: The role of deliberate practice in the acquisition of expert performance. Psychological Review. 100, 363–406 (1993). https://doi.org/10.1037/0033-295X.100.3.363.

24.

Karpicke, J.D., Blunt, J.R.: Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping. Science. 331, 772–775 (2011). https://doi.org/10.1126/science.1199327.

25.

Willingham, D., Daniel, D.: Teaching to what students have in common. Educational Leadership: For Each to Excel. 69, 16–21 (2012).

26.

Willingham, D.: Ask the Cognitive Scientist: What Will Improve a Student's Memory?, https://www.aft.org/sites/default/files/periodicals/willingham_0.pdf, (2008).

27.

Brant, J., Unwin, A.: Integrating Global Perspectives in a Business and Economics Education PGCE. In: Global perspectives and teachers in training. pp. 46–50. Development Education Association, London (2004).

28.

Brant, J.: Developing Subject Expertise and Creativity Through Fieldwork Activity. In: Creativity in practice: business and education. Academy of Humanities and Economics, Lodz, Poland (2002).

29.

Kirschner, P.A., Sweller, J., Clark, R.E.: Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. Educational Psychologist. 41, 75–86 (2006). https://doi.org/10.1207/s15326985ep4102_1.

30.

Hmelo-Silver, C.E., Duncan, R.G., Chinn, C.A.: Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006). Educational Psychologist. 42, 99–107 (2007). https://doi.org/10.1080/00461520701263368.

31.

Schmidt, H.G., Loyens, S.M.M., Van Gog, T., Paas, F.: Problem-Based Learning Compatible with Human Cognitive Architecture: Commentary on Kirschner, Sweller, and Clark (2006). Educational Psychologist. 42, 91–97 (2007). https://doi.org/10.1080/00461520701263350.

32.

Sweller, J., Kirschner, P.A., Clark, R.E.: Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. Educational Psychologist. 42, 115–121 (2007). https://doi.org/10.1080/00461520701263426.

33.

Clegg, Polly: Testing As A Tool For Learning: Ideas For Classroom Application. Teaching Business & Economics. 19, 14–16.

34.

Moore, A.: Models of Teaching and Learning. In: Teaching and learning: pedagogy, curriculum and culture. pp. 1–32. Routledge, London (2012).

35.

Bransford, J.D., Brown, A.L., Cocking, R.R.: How people learn: brain, mind, experience, and school. National Academy Press, Washington, D.C. (2000).

36.

Howard-Jones, P.: Neuroscience and Education: A Review of Educational Interventions and Approaches Informed by Neuroscience, https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Lit_Review_NeuroscienceAndEducation.pdf?v=1629122602, (2014).

37.

Coffield, F., Ecclestone, K., Hall, E., Moseley, D., Learning and Skills Research Centre (Great Britain): Learning styles and pedagogy in post-16 learning: a systematic and critical review. Learning and Skills Research Centre, [London] (2004).

38.

David A., Kolb.: Experiential Learning: experience as the source of learning and development. Pearson Education (2014).

39.

Ericsson, K.A., Krampe, R.T., Tesch-Römer, C.: The role of deliberate practice in the acquisition of expert performance. Psychological Review. 100, 363–406 (1993). https://doi.org/10.1037/0033-295X.100.3.363.

40.

Pashler, H., McDaniel, M., Rohrer, D., Bjork, R.: Learning Styles. Psychological Science in the Public Interest. 9, 105–119 (2008). https://doi.org/10.1111/j.1539-6053.2009.01038.x.

41.

The Royal Society: Brain Waves 2: Neuroscience: implications for education and lifelong learning,
https://royalsociety.org/topics-policy/projects/brain-waves/education-lifelong-learning/,
(2011).

42.

Wells, G.: Dialogic inquiry in education: Building on the legacy of Vgotsky. In: Vygotskian perspectives on literacy research: constructing meaning through collaborative inquiry. pp. 51–85. Cambridge UP, Cambridge (2000).

43.

Willingham, D.: Ask the Cognitive Scientist, What Is Developmentally Appropriate Practice?, Daniel T. Willingham, Summer 2008, American Educator, AFT - willingham_1.pdf, https://www.aft.org/sites/default/files/periodicals/willingham_1.pdf, (2008).

44.

Ainscow, M., Dyson, A., Weiner, S.: From exclusion to inclusion: ways of responding in schools to students with special educational needs,
http://files.eric.ed.gov/fulltext/ED546818.pdf.

45.

Ofsted: Helping disadvantaged young children: how good are local authorities and early years providers? - GOV.UK. (2016).

46.

Ofsted: Unseen Children – access and achievement 20 years on,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379157/Unseen_20children_20-_20access_20and_20achievement_2020_20years_20on.pdf, (2013).

47.

Behaviour in schools (Tom Bennett's Independent review of behaviour in schools) - GOV.UK. (2017).

48.

Ofsted: Low-level disruption in classrooms: below the radar - GOV.UK, https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-co untrys-classrooms.

49.

Watkins, Chris: Care and Control: the group management perspective. Pastoral Care in Education. 6, 2–9.

50.

Chris Watkins: "Adolescents and activities". Hamblin, Douglas H (Ed.), Problems and Practice of Pastoral Care Oxford: Blackwell.

51.

Lyons, A.: Enterprise for All, http://www.schools.norfolk.gov.uk/view/NCC167511, (2015).

52.

Enterprise education: how secondary schools prepare young people for work - GOV.UK, https://www.gov.uk/government/publications/enterprise-education-how-secondary-schools- prepare-young-people-for-work.

53.

Brant, J., Wales, J.: New Skills for a New Century? Challenging the Orthodoxy: The Role of Citizenship and Enterprise Education in Promoting Effective Learning. Citizenship, Social and Economics Education. 8, 32–41 (2009). https://doi.org/10.2304/csee.2009.8.1.32.

54.

Progress 8 and Attainment 8: Guide for maintained secondary schools, academies and free schools,
https://www.gov.uk/government/publications/progress-8-school-performance-measure.

55.

GCSEs (9 to 1): requirements and guidance - GOV.UK,
https://www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance.

56.

Raffo, C.: Disaffected Young People and the Work-related Curriculum at Key Stage 4: Issues of social capital development and learning as a form of cultural practice. Journal of Education and Work. 16, 69–86 (2003). https://doi.org/10.1080/1363908022000032894.

57.

Informed Choices, http://russellgroup.ac.uk/media/5457/informed-choices-2016.pdf.

58.

Maylor, U.: 'I'd worry about how to teach it': British values in English classrooms. Journal of Education for Teaching. 42, 314–328 (2016).
https://doi.org/10.1080/02607476.2016.1184462.

59.

Panjwani, F.: Towards an overlapping consensus: Muslim teachers' views on fundamental British values. Journal of Education for Teaching. 42, 329–340 (2016).
https://doi.org/10.1080/02607476.2016.1184463.

60.

Richardson, R.: British values and British identity: Muddles, mixtures, and ways ahead. London Review of Education. 13, 37–48 (2015). https://doi.org/10.18546/LRE.13.2.04.

61.

Smith, H.J.: Britishness as racist nativism: a case of the unnamed 'other'. Journal of Education for Teaching. 42, 298–313 (2016). https://doi.org/10.1080/02607476.2016.1184461.

62.

Jacek Wiktor Brant: What's Wrong With Secondary School Economics and How Teachers Can Make it Right - Methodological Critique and Pedagogical Possibilities. JSSE - Journal of Social Science Education. 14, 7–16 (2016). https://doi.org/10.2390/jsse-v14-i4-1391.

63.

Brant, J., Panjwani, F.: School Economics and the Aims of Education: Critique and Possibilities. Journal of Critical Realism. 14, 306–324 (2015). https://doi.org/10.1179/1572513815Y.0000000004.

64.

Brant, J., Lines, D., Wood, A.: Thinking skills: Improving the critique of business. In: Effective strategies in economics and business education: an international perspective. pp. 36–52. Economics and Business Education Association, [S.l.] (2000).

65.

Davies, P., Durden, G.: Economic Education in Schools and Universities in England. The Journal of Economic Education. 41, 413–424 (2010). https://doi.org/10.1080/00220485.2010.510400.

66.

Durden, Guy: Starting from where they start. Teaching Business & Economics. 18, 20–21.

67.

Barton, G.: Don't call it literacy!: what every teacher needs to know about speaking, listening, reading and writing. Routledge, Abingdon, Oxon (2013).

68.

Ginnis, P., Evans, L.: The teacher's toolkit: raise classroom achievement with strategies for every learner. Crown House, Carmarthen (2002).

69.

Hattie, J.: Visible learning for teachers: maximizing impact on learning. Routledge, London (2012). https://doi.org/10.4324/9780203181522.

70.

Lemov, D.: Teach like a champion 2.0: 62 techniques that put students on the path to college. Jossey-Bass, San Francisco, Calif (2015).

71.

Petty, G.: Evidence-based teaching: a practical approach. Nelson Thornes, Cheltenham (2009).

72.

Petty, G.: Teaching today: a practical guide. Oxford University Press, Oxford (2014).

73.

Hattie, J.: Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge, London (2009). https://doi.org/10.4324/9780203887332.

74.

Muijs, D.: Effective teaching: evidence and practice. SAGE, Los Angeles (2011).

75.

Stobart, G.: The expert learner: challenging the myth of ability. Open University Press,

Maidenhead (2014).

76.

Wiliam, D.: Embedded formative assessment. Solution Tree Press, Bloomington, Ind (2011).

77.

Wiliam, D.: Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning). Solution Tree, Bloomington, Indiana (2018).

78.

Bruner, J.S.: Toward a theory of instruction. Belknap Press, Cambridge, Mass (1966).

79.

Bransford, J.D., Brown, A.L., Cocking, R.R.: How people learn: brain, mind, experience, and school. National Academy Press, Washington, D.C. (2000).

80.

Nuthall, G.: The hidden lives of learners. NZCER Press, Wellington (2007).

81.

Wood, D.: How children think and learn: the social contexts of cognitive development. Blackwell, Oxford (1998).

82.

Eraut, M.: Developing professional knowledge and competence. Falmer, London (1994). https://doi.org/10.4324/9780203486016.

83.

Turner-Bisset, R.: Expert teaching: knowledge and pedagogy to lead the profession. David Fulton, London (2001). https://doi.org/10.4324/9781315068961.

84.

Christodoulou, D.: Seven myths about education. Routledge, London (2014).

85.

Hirsch, E.D., Kett, J.F., Trefil, J.: Cultural literacy: what every American needs to know. Houghton Mifflin, Boston (1987).

86.

Richard Pring: The life and death of secondary education for all. (2012).

87.

Young, M.F.D.: Bringing knowledge back in: from social constructivism to social realism in the sociology of education. Routledge, London (2008). https://doi.org/10.4324/9780203073667.

88.

Young, M.: What are Schools For?, http://www.fpce.up.pt/ciie/revistaesc/ESC32/ESC32_Arquivo.pdf, (2011).